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Team Processes Related to Educational Objective Development.

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Team processes as related to educational objective development are divided into two parts: (1) a low level conflict exercise, and (2) an educational objectives worksheet. Part One or the exercise involves showing a neutral document on the overhead project and eliciting responses to certain specific questions. This done as a large group first and then in four small groups. The process is diagrammed with appropriate feelings of group members. The next activity involves giving each member a document and having them subject their document to the group transaction. Part Two utilizes Bloom's Taxonomy of Educational Objectives. In this are three behavior categories: (1) cognitive domain, (2) affective domain, and (3) psychomotor domain. Individuals are asked to analyze examples in terms of these subcategories. A worksheet on objectives, educational and instructional, is included along with a systems sheet on the parts of education. (KJ)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

TEAM PROCESSES RELATED TO EDUCATIONAL OBJECTIVE DEVELOPMENT

PART I - LOW LEVEL CONFLICT EXERCISE: DESIGNED TO FACILITATE INSIGHTS ABOUT TEAM FUNCTIONS

PART II - EDUCATIONAL OBJECTIVES WORKSHEET

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Field Paper No. 17

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LOW LEVEL CONFLICT EXERCISE: DESIGNED TO FACILITATE INSIGHTS
[illegible] TEAM FUNCTIONS

INTERPERSONAL PRESSURES AS RELATED TO FORCE FIELD ANALYSIS

[illegible] by overhead: use a document that is neutral.

[illegible]tions to the document at an individual level.

[illegible]de into groups of four and react as a group.

First Question: How would you describe the community way of life out of which this document came/

Concerns.

Size:

Time:

Neighborhood:

Social Class System:

Other:

Second Question: How would you like to live there, or what is the question you would ask of the natives if you planned to live there?

Third Question: Are we asking questions or the same question over and over? What are the recurring themes: Freedom from/ freedom for.

Fourth Question: Now study the community by studying freedom.

Freedom with respect to:

Intellectual	Personal Style	Residence	Association	Work	Freetime	Political

Let us trace through the process of exposing the forces:

Process	Feeling
1. Start with confrontation	Individual transaction
2. Emergence of awareness of thoughts and feelings	Group transactions A. Group properties 1. Anxiety reduction 2. Interdependent 3. Purpose
3. Group for purpose and goal identification and responses pooled	Depersonalize responses of respondee group (pooling of testimony) (use a person other than the training leader)
4. Confrontation again in response to leader questions - focus on common theme	Leader intervention to identify common theme

Foci

Target	Process Flow		
	Individual	Psyche-Interaction	Class with Experts
Self in Relational Situation and Class and Self	Confronting Situation	Emergence of Awareness	New Inputs - Identify Themes
Knowledge of Object and Interrela-tionships	Individual Investigation	Committee - Organize Reports	Broad Questions

Dear

The shoes which my wife took up for
Molly Godwin, when tried on, were found quite
too Shallow; the smoth shoe fits, the other being too
large. If you have black Calimanco shoes of the
Size of this return please to send her a Pair of them
the smallest
and one Pair of white Kid Gloves.
I am
Y^r most Obl^d Servt

Geo^e Thomas

Each of you will be given a document that hereafter is to be considered representative of a document you may want to use with other groups. It is a hope that you will expose people to an "early draft" form as we are about to do today. Secondly the time factor for reactions must be realized. For our sessions we will allow five minutes. You may allow as much two or three months because of the state of communications and transportation in Alaska. The third major step to which you must subject "your document" is the group transaction step. This step permits anxieties about the document to be expressed legally to others. This step also permits people to build on anxieties and, through factual input by group leaders, turn this energy to constructive concepts. Mutual building of this sort is called interdependent behaviors. Once the group reduces its anxieties and builds positively we are ready to establish a "purpose." For operationalization of this idea, smaller regional meetings should be part of your group's budget for next year. The next step is to provide a mutual grouping of the ideas developed by the smaller groups. Pool these responses and redraft "your document." The crucial steps should imply to the users, teachers or supervisors the following:

1. This is a draft document.
2. We will plan for "real" input from you, the users, concerning any changes.
3. We will take the information you offer and revise the document as per your ideas.
4. Field trials will be part of the revisions of the document.
5. Additional revisions.

LESSON 1

Bloom's Taxonomy of Educational Objectives recognizes three behavior categ

1. Cognitive Domain: This covers all objectives concerned with the intellectual processes of the learner. The vast majority of educational objectives employed in schools belong to this dom

2. Affective Domain: This covers attitudinal, emotional and valuin behaviors of learners, reflected by interests, appreciations. This is a more nebulous area than the cognitive domain, but if not more, important.

3. Psychomotor Domain: This includes objectives concerned with phys skills.

EXAMPLES

1. Indicate whether the following objectives are Cognitive (C), Affective (A), or Psychomotor (P).

   The student:
   a. answers a true-false test.
   b. writes his name correctly.
   c wants to be a doctor.

   Answer: a. C; b. P; c. A

2. Classify this objective as primarily cognitive, affective, or psychomotor:

   "The student will reflect his interest in the topic treated during the unit by subsequently selecting books pertinent to it during free reading periods."

   Answer: This is an affective objective; that is, it has to do with interest.

3. Classify this objective:

   "Pupils will learn to translate correctly in English previously unseen short stories written in Russian."

   Answer: Cognitive

4. Classify this objective:

   "At the end of the unit everyone in the class will be able to identify the type of logical fallacy committed by writers in six complicated persuasive essays."

   Answer: Cognitive

5. Classify this objective:

"The student will learn to ski down the practice slope, falling no more than once, and breaking no more than one bone."

Answer: Psychometer

Such a taxonomic analysis points up overemphasis on one domain. We will deal here only with the Cognitive Domain.

1. Knowledge--involves the recall of facts.

2. Comprehension--the learner makes use of the material without seeing its full implications. For example, translating into a foreign language, or interpreting graphs involves comprehension.

3. Application--involves the use of abstractions in particular and concrete situations.

4. Analysis--involves separating a complex whole into its parts, until the relationship among the elements is made clear.

5. Synthesis--involves combining elements to form a new, original entity.

6. Evaluation--involves value judgments. Such a separation into levels within one domain shows that most of the teacher's goals are only at the lowest level.

EXAMPLES

1. When given a multiple choice test containing ten important facts mentioned in the story, "Station in Space," the student will correctly choose nine out of ten answers.

Answer: Knowledge

2. Having read "Station in Space," the student will be presented with three paragraphs from the story. In each of these paragraphs there is one added sentence that does not relate to the rest of the paragraph. The student will, with 100% accuracy, underline the unrelated sentence in each of the three paragraphs.

Answer: Application

3. When given three descriptions of the outward appearance of a space station, and asked to identify the one described in the story, the student will choose the correct one.

Answer: Evaluation

4. After reading the selection, the student will be able to organize the details of the story under these headings: Provision of Food, Shelter, Clothing, Air, Water

Answer: Analysis

5. When asked, the student will briefly describe, using diagrams or words, how the engineers will assemble the space station and provide for their immediate needs.

Answer: Comprehension

6. After reading "Station in Space," the child will be able to write a fictional space station story with characters and their subsequent exploration adventures.

Answer: Synthesis

AFFECTIVE DOMAIN

This is the most nebulous domain and deals with the classification of emotional and attitudinal behavior.

1. Receiving--the learner is sensitized to the existence of certain phenomena and stimuli.

2. Responding--the learner goes beyond merely attending to the phenomenon.

3. Valuing--the learner displays behavior consistent with a belief or attitude. The learner is not motivated by the desire to comply or obey, but by individual commitment.

4. Organization--the learner successively internalizes values.

EXAMPLES

1. After reading and discussing the story the student will volunteer to debate (pro or con) the subject, "Resolved: Stations in space are a prerequisite to future space exploration."

Answer. Responding

2. Given the opportunity, the learner will give three reasons why he would or would not wish to be a space scientist experimenting in outer space.

Answer: Organization

3. After reading "Station in Space," the student will be alert toward the vast changes which space travel may bring to our world.

Answer: Receiving

4. The student will demonstrate his belief in the necessity and value of wide reading by:
   a. electing to read more often than to engage in another activity during his spare class time
   b. a 50% increase in the number of books read as reported on his chart.
   c. a 50% increase in the number of voluntary book reports he makes to the class.

Answer: Valuing

Tell whether the following objectives are Cognitive, Affective, or Psychomotor

1. The pupils will be able to sketch with charcoal a reasonably accurate representation of a windmill.

   Answer: Psychomotor

2. The teacher wants her pupils to show improved vocabularies by selecting from multiple choice alternatives the correct definitions for words previously defined in class.

   Answer: Cognitive

3. Students will fill out and return anonymously questionnaires designed to measure their attitudes toward minority groups.

   Answer: Affective

4. When presented with a previously unencountered problem in geometry, the student will display a creative solution by using already learned theorems in any manner which for him is unique but, at the same time, adequate to solve the problem.

   Answer: Cognitive

In conclusion, we could say that there is absolutely no reason why a behavioral objective should be trivial. The problem is one of stating more complex behaviors in precise behavioral terms.

GOAL:

EDUCATIONAL (PROGRAM) OBJECTIVE:

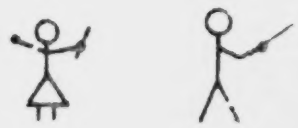
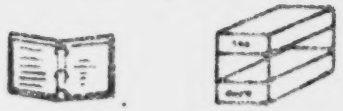
INSTRUCTIONAL OBJECTIVE:

What will the learner be DOING?	then write:
What CONDITIONS will you impose?	
How will you RECOGNIZE success?	

Now write your complete instructional objective below:

EDUCATION MAY BE VIEWED AS A SYSTEM

AMONG THE PARTS OF THIS SYSTEM THERE ARE:

- Teachers 
- Classrooms
- Administrators
- Curriculum 
- Teaching Aids
- Parents
- School Boards

. . . . . oh yes, There are also

- LEARNERS